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and advancement of the community, so long as it continued in its present notoriously backward condition in point of education. In the absence of men of education and enlightenment to lead, the community had to look to the Government for help and guidance at the initial stage, and the Member had no doubt that the Government would do all that was needful in the matter. He said that the community were deeply grateful to the Government, and as proofs of the interest which the Government took in the welfare of the community, he mentioned the concessional rates of school fees allowed to Mahomedan pupils, their entertainment in the Government service in spite of their backwardness, the Government nominations to represent them in the Popular Assembly and the grant of a free site for the proposed Mahomedan School at Alwaye. He also said that the erroneous impression brought about by interested Mullahs, that English education was inconsistent with the religion of Islam and that female education was forbidden, was fortunately fast dying out, and the conviction was daily growing that the study of the language of the country and of the rulers was enjoined by their religion as forming a necessary part of their education. The way was thus made clear for action. He therefore made the following suggestions for the educational advancement of the community:—

(1) That special Mahomedan Schools be opened for the present in large towns and also in other Mahomedan centres in rural parts.

(2) That a special Mahomedan Inspector be appointed to supervise these schools and to move about lecturing to the people on the advantages, the necessity and the importance of educating their children and thus create an enlightened public opinion among the people in favour of education.

(3) That, considering the extreme immobility, apathy and backwardness of the community in respect of education, an order be passed exempting, from the payment of fees, intelligent and deserving Mahomedan pupils who prosecute their studies up to the B. A. Examination and granting other concessions.

Dewan's reply.—Noted.

59. Sale of approved text-books by the Government.

Mr. Kanakku Raman Kesavan (Member, Kartigapalli Taluk) said that at present the text-books approved by the Text-Book Committee and used in schools were being sold by the authors at high prices. Poor students were in consequence put to much inconvenience and unnecessary

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expense. He therefore requested that the Government might purchase the copy-rights of such books from the authors, and print and sell them at reasonable prices to the students.

Dewan's reply.—Noted.

60. ***Technical and Agricultural education in North Travancore.***

Mr. C. Mathan Mappilla (Member, Meenachil Taluk) said that Travancore was almost exclusively agricultural, and that, though modern science had to be largely indented upon to conserve and reform agriculture, its aid had not been adequately invoked as yet. The agricultural products o North Travancore were not sufficient to meet even the local demand, though the country was not lacking in fertility and natural resources. He said that this was due to the conservative nature of the people, especially of the agriculturists. He therefore requested the Government to step in as early as possible to advise and educate the masses, through the younger generation, to adopt improved methods and labour-saving machinery. The Member said that, in point of population and natural resources, North Travancore stood superior to South Travancore and that all the people in the former were agriculturists with a due proportion of artisan classes. To promote the well-being of these agriculturists, he said that systematic agricultural instruction in the Elementary Schools had become an absolute necessity. Nature study was included in the curriculum of studies for the Higher Grade Elementary Schools, but, beyond that, nothing practical or instructive was done. The Member suggested that a small model farm might be attached to each school and that the boys in the schools might be given some practical training in the methods of up-to-date agriculture. He said that the subject should be made compulsory by the Education Department and the curriculum amended accordingly. The trained teachers required for the purpose could be had by giving the teachers in Elementary Schools a training under the Director of Agriculture in rotation. Coming to the petty artisan classes, the Member said that it was a deplorable fact that the younger generation had all taken to the proverbial three R's, forsaking their traditional occupations, and drifted about the country in search of petty non-productive appointments. He attributed it to the system of education adopted by the Government. In his opinion, a purely literary education to the artisan classes was a misnomer and involved waste of public money. He therefore advocated the opening of a well-equipped Technical and Industrial Institute at a central place, where boys could be taught useful handicrafts, such as weaving,

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